|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| + 5  - 4 | + 18  - 9 | + 10  - 3 | + 18  - 8 | + 10  - 6 | + 12  - 6 |
| + 9  - 5 | + 8  - 6 | + 7  - 3 | + 14  - 5 | + 10  - 7 | + 16  - 9 |
| + 7  - 2 | + 8  - 0 | + 9  - 9 | + 16  - 10 | + 8  - 5 | + 11  - 5 |
| + 11  - 9 | + 15  - 7 | + 10  - 5 | + 8  - 7 | + 13  - 5 | + 6  - 3 |
| + 16  - 8        2 minutes 27-30 (2 pts) \_\_\_\_\_ 24-26 (1 pts) \_\_\_\_\_ 21-23 (½ pt) \_\_\_\_\_ | + 17  - 8 | +14  - 8 | +10  - 2 | x 8  - 4 | x 13  - 6 |

Name 2.OA.2

Subtract.

|  |
| --- |
| Teacher notes: |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | | | **Got It:** Student essentially understands the target concept. | | | | **NEEDS IMPROVEMENT**  **(N)** | | **WITH ASSISTANCE**  **(W)** | | | **INDEPENDENT**  **(I)** | | **0 Unsatisfactory:**  **Little Accomplishment**  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **1 Marginal:**  **Partial Accomplishment**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | | **2 Proficient:**  **Substantial Accomplishment**  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **3 Excellent:**  **Full Accomplishment**  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors that do not impact the mathematics. | |   Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |